

Universitas Negeri Surabaya Faculty of Educational Sciences Bachelor of Education Management Study Program

Document Code

oout

SEMESTER LEARNING PLAN

Courses			CODE			C	Cours	e Fa	mily		С	redit	Weig	jht	:	SEME	STER	Co	npila	tion
									-			- I						Dat	e	
Clinical Supe Microlearning			8620402153	5		F	comp Progra	ulsory am Si	/ Stud ubject	ay Is	T:	=2	-=0	ECTS=3	.18		1	Dec 202	embe 2	r 1,
AUTHORIZAT	ΓΙΟΝ		SP Develop	er						Co	urse	Clus	ter C	oordinat		Study Coord	Progra inator	am		
			Shelly Anda Wulandari,M		Pd., M	l.Pd d	lan D	r. Ayı	ı	Dr.	Nuni	uk Ha	ariyati	, M.Pd		Syur	iu Trih N	antoyo I.Pd.	0, S.P	d.,
Learning model	Project Based L	earnir	ng																	
Program	PLO study prog	gram	that is char	ged t	to the	e cou	irse													
Learning Outcomes	Program Objec	tives	(PO)																	
(PLO)	PO - 1		ing learning ı ifying learning												uper	vision	and m	icro-le	earnin	g by
	PO - 2		ering theoretic the practice o ing.																	
	PO - 3	Make supe	e the right c rvisees and in	lecisi dete	ons b rminir	based ng clii	l on nical	infor super	matio visior	n an 1 moc	id da lels a	ata a Ind te	analys echnic	sis in de Jues	eterm	iining	the ch	naract	eristic	s of
	PO - 4	conc	oonsible for s epts of clinica al supervision	l sup	ervisio	on. th	e clin	ical s	uperv	/ision	cvcle	e. as	well	as peer t	eachi					
	PLO-PO Matrix																			
			P.O PO-1 PO-2 PO-3 PO-4																	
	PO Matrix at the	e end	of each lea	rnınç	g staq	ge (S	Sub-H	20)												
			P.O									We	ek]
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	-
		P	O-1																	
		P	0-2																	1
		P	O-3										1							1
		P	0-4]
Short Course Description	The Clinical Super clinical supervisio supervision; 2) v implementation o information techn	n whi arious f clini	ch includes co types of clir cal supervisio	oncep nical on. Le	ots and super ecture	d pra visior s are	ctice: n; 3) e carr	s. The clinic ried o	e sub al su out fa	stanc pervi ce to	e of t sion face	his c plan , dis	ourse ning; cussio	e is direct 4) clinica ons, pres	ed a al su senta	t 1) ba pervisi tions a	sic cor on ins	icepts trume	of cli nt; an	nical d 5)
References	Main :																			
			1																	

Support	2. Owen, D Graw-Hi 3. Sujiranto Supervis Pelajaer 4. Mulyana Publishe 5. Hasil pe nasional Supporters:	 & Shohet, R. 201. Il Education 2016. Peningka si Melalui Pembinaa an 2016-2017. Ban , N. 2019. Modul renelitian relevan der dan peraturan-pera arr, S.Pd., M.Pd. 	embinaan Kompetensi Per 2. Clinical Supervision in T tan Kompetensi Kepala an Berkelanjutan di Wilaya yumas: Dinas Pendidikan I Pengembanan Kemampi gan kajian evaluasi progra aturan yang relevan	he Medical P Sekolah Dal ah Binaan Pe Pemerintah D Jan Supervis	Profession: Structured Re lam Menyusun Progran engawas Kabupaten Ban Daerah Kabupaten Banyu si Akademik Bagi Kepa	n Supervisi dan yumas Semeste mas. Ia Sekolah. Tasi	Pelaksanaan r Gasal Tahun kmalaya: Edu
Week-	Final abilities of each learning stage (Sub-PO)		valuation	Lea Stud [E	Help Learning, arning methods, ent Assignments, Estimated time]	Learning materials [References	Assessment Weight (%)
	(500-PO)	Indicator	Criteria & Form	Offline(offline)	Online (<i>online</i>)	1	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Students understand RPS and lecture contracts. Students explore educational supervision material again	 Students are able to describe in a coherent manner the RPS and lecture contracts along with the coherent functions of the RPS and lecture contracts. Students are able to explain educational supervision 	Criteria: Attached Form of Assessment : Participatory Activities	Lecture and question and answer method 2 X 50		Material: supervision concept Literature: Research results relevant to educational program evaluation studies published in international and national journals and relevant regulations	5%
2	Students understand the basic concepts of clinical supervision; Students understand the position of clinical supervision in educational supervision. Students identify the stages of clinical supervision.	 Students are able to generalize the meaning, benefits and objectives of clinical supervision; Students are able to outline the position of clinical supervision in educational supervision Students are able to relate all stages of clinical supervision. 	Criteria: Attached Form of Assessment : Participatory Activities	Lecture and question and answer method 2 X 50		Material: Library group material : Rifma. 2016. Optimizing Teacher Pedagogical Competency Development. Jakarta: Kencana.	5%

3	Students understand various clinical supervision techniques; Students understand the use of various clinical supervision techniques. Students illustrate clinical supervision techniques.	 Students are able to explain various clinical supervision techniques; Students are able to plan clinical supervision techniques; Students are able to apply clinical supervision techniques Students are able to decide on the use of clinical supervision techniques. 	Criteria: Attached Form of Assessment : Project Results Assessment / Product Assessment	Lecture method, question and answer, and group discussion 2 X 50	Material: Library group material : Sujiranto. 2016. Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year. Banyumas: Banyumas Regency Supuration Supervisory Academic Year. Banyumas Regency Supuration Supervisory Academic Year. Banyumas Regency Supuration Supervisory Academic Year. Banyumas Regency Regional Government	5%
4	Students understand the clinical supervision cycle (pre, observe, pre) orientation of clinical supervision behavior	understand the clinical supervision cycle (pre, observe, pre) behavioral orientation of clinical supervision	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unble to formulate suggestions for improvement Form of Assessment : Project Results Assessment / Product Assessment	Contextual Teaching Learning 2 X 50	Education Service. Material: group material Reference: Mulyana, N. 2019. Module for Developing Academic Supervision Capabilities for School Principals. Tasikmalaya: Edu Publisher	5%

5	Students	understand the	Criteria:	Contextual		Material:	5%
	understand the	identification of	Score 4 if the	Teaching		Library group	
	identification of	basic teaching skills	presentation is done	Learning		material	
	basic teaching skills	SKIIIS	coherently, with	2 X 50		: Sujiranto.	
	SKIIIS		appropriate emphasis			2016.	
			and intonation, shows			Increasing	
			good understanding of			the	
			the concept,				
			presentation media			Competency	
			(PPT) meets the			of School	
			criteria, answers to the			Principals in	
			questioner are correct, and is able to provide			Preparing	
			applicable			Supervision	
			suggestions. Score 3 if			Programs	
			the presentation is			and	
			done coherently, with			Implementing	
			appropriate emphasis				
			and intonation, but still			Supervision	
			lacking in			Through	
			understanding the			Continuous	
			concept, presentation			Guidance in	
			media (PPT) in			Banyumas	
			accordance with the			Regency	
			criteria, answers given			Supervisory	
			are generally correct,			Areas for	
			and able to provide			Odd	
			applicable			Semester	
			suggestions. Score 2 if			2016-2017	
			the presentation is				
			carried out less			Academic	
			coherently, less			Year.	
			coherent in			Banyumas:	
			understanding			Banyumas	
			concept, presentation media does not match			Regency	
			the criteria, answers to			Regional	
			questioners are			Government	
			generally incorrect,			Education	
			able to formulate			Service.	
			suggestions for			Schnee.	
			improvement. Score 1				
			if the presentation is				
			less coherent, less				
			coherent in				
			understanding the				
			concept, presentation				
			media does not match				
			the criteria, answers to				
			the questioner are				
			generally incorrect,				
			unable to formulate				
			suggestions for improvement				
			mprovement				
			Form of Approximate				
			Form of Assessment :				
			Participatory Activities,				
			Project Results				
			Assessment / Product				
			Assessment				
L	1	1	1	I	1	1	

			T	r			
6	Students	understand	Criteria:	Contextual		Material:	5%
1	understand	teacher	 Score 4 if the 	Teaching	1	group	
	teachers' problems	problems in	presentation is done	Learning		material	
	in teaching	teaching	coherently, with	2 X 50		Reference:	
			appropriate emphasis	2 X 30			
			and intonation, shows			Mulyana, N.	
			good understanding of			2019. Module	
			the concept,			for	
			presentation media			Developing	
			(PPT) meets the			Academic	
			criteria, answers to the			Supervision	
			questioner are correct,			Capabilities	
			and is able to provide			for School	
			applicable				
			suggestions. Score 3 if			Principals.	
			the presentation is			Tasikmalaya:	
			done coherently , with			Edu	
			appropriate emphasis		1	Publisher	
1			and intonation, but still		1		
1			lacking in		1		
			understanding the		1		
			concept, presentation		1		
			media (PPT) in		1		
			accordance with the				
			criteria, answers given				
			are generally correct, and able to provide				
			applicable				
			suggestions. Score 2 if				
			the presentation is				
			carried out less				
			coherently, less				
			coherent in				
			understanding				
			concept, presentation				
			media does not match				
			the criteria, answers to				
			questioners are				
			generally incorrect,				
			able to formulate				
1			suggestions for		1		
1			improvement. Score 1		1		
1			if the presentation is		1		
1			less coherent, less		1		
1			coherent in		1		
1			understanding the		1		
1			concept, presentation		1		
1			media does not match		1		
1			the criteria, answers to		1		
1			the questioner are		1		
1			generally incorrect,		1		
1			unable to formulate		1		
1			suggestions for		1		
1			improvement		1		
1					1		
1			Form of Assessment :		1		
1			Project Results		1		
1			Assessment / Product		1		
1			Assessment		1		
1					1		
		•	•	•	•		

7 Students understand clinical supervision measurements: pre and pre transcripts, understanding clinical supervision measurements: pre and pre Criteria: Score 4 if the presentation is done coherently, with presentation Contextual Teaching Learning 2 X 50 Material: Srow Learning 2 X 50 5%
and pre transcripts, preparation of observation instruments instruments appropriate emphasis good understanding of the concept, presentation media (PPT) meeswhe the oncept, presentation media (PPT) meeswhe the the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is concept, presentation media (PPT) in accordance with the criteria, answers to questioners are generally incorect, and able to provide suggestions. Score 1 if the presentation media does not match the criteria, answers to questioners are generally incorect, able to formulate suggestions. Score 1 if the presentation media does not match the criteria, answers to questioners are generally incorect, able to formulate suggestions. Score 1 if the presentation media does not match the criteria, answers to questioners are generally incorect, able to formulate if the presentation media does not match the criteria, answers to questioners are generally incorect, able to formulate improvement Form of Assessment : Parinticitatory Activities

8	Students understand joint	understand the Modeling of	Criteria: · Score 4 if the	Contextual Teaching		Material: Meeting	10%
	clinical supervision	joint clinical	presentation is done	Learning		materials 1-7	
	modeling	supervision	coherently, with				
	Ū	•	appropriate emphasis	2 X 50		Literature:	
			and intonation, shows			Research	
			good understanding of			results	
			the concept,			relevant to	
			presentation media			educational	
			(PPT) meets the			program	
			criteria, answers to the			evaluation	
			questioner are correct,			studies	
			and is able to provide			published in	
			applicable			international	
			suggestions. Score 3 if the presentation is			and national	
			done coherently, with			journals and	
			appropriate emphasis			relevant	
			and intonation, but still		1		
1			lacking in		1	regulations	
			understanding the				
			concept, presentation		1		
			media (PPT) in				
			accordance with the				
			criteria, answers given are generally correct,				
			and able to provide				
			applicable				
			suggestions. Score 2 if				
			the presentation is				
			carried out less				
			coherently, less				
			coherent in				
			understanding				
			concept, presentation media does not match				
			the criteria, answers to				
			questioners are				
			generally incorrect,				
			able to formulate				
			suggestions for				
			improvement. Score 1				
			if the presentation is				
			less coherent, less				
			coherent in understanding the				
			concept, presentation				
			media does not match				
1			the criteria, answers to		1		
			the questioner are		1		
			generally incorrect,		1		
1			unable to formulate		1		
			suggestions for		1		
			improvement				
			Form of According to				
			Form of Assessment :		1		
			Practice/Performance,				
			Test		1		
			l		l		

9	Midterm exam	Students are able to do all the UTS questions	Criteria: • Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable	Contextual Teaching Learning 2 X 50	Material: group material References: Owen, D. & Shohet, R. 2012. Clinical Supervision in the Medical Profession: Structured Reflective Practice	5%
			suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherent in understanding concept, presentation media does not match the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for		Practice. New York: Mc Graw-Hill Education	
			Form of Assessment : Participatory Activities			

clinical supervision modeling practice indication of the concept, presentation media (PPT) meets the optimized constrained of the concept, presentation media (PPT) meets the clinication, shows and intonation, shows presentation media (PPT) meets the clinication media (PPT) meets the clinication is done coherently, with applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and into a sole to provide applicable suggestions. Score 2 if the concept, presentation media does not meet the criteria, answers to coherently, less coherently, less coherently, less coherently, less coherently, less coherently, less coherently, less coherently in correct, and blo to meet the criteria, answers to applicable suggestions. Score 2 if the presentation is concept, presentation media does not meet the criteria, answers to and blo to meet the criteria,	10	Students carry out	Modeling	Criteria	Contextual	Material	506
generally incorrect, unable to formulate suggestions for improvement	10		clinical	presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherently, less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect 1 if the presentation is less coherent in understanding the concept, presentation media does not match the criteria, answers to questioners are generally incorrect, unable to formulate suggestions for	Learning 2 X 50	material : Sujiranto. 2016. Increasing the Competency of School Principals in Preparing Supervision Programs and Implementing Supervision Through Continuous Guidance in Banyumas Regency Supervisory Areas for Odd Semester 2016-2017 Academic Year. Banyumas Regency Regional Government Education	5%
Form of Assessment : Practice / Performance							

11	Students carry out clinical supervision modeling practice	Modeling practice of clinical supervision	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation	Contextual Teaching Learning 2 X 50	Material: Library group material : <i>Rifma.</i> 2016. Optimizing Teacher Pedagogical Competency Development. Jakarta: Kencana.	5%
			less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate			
			suggestions for improvement Form of Assessment : Participatory Activities			

	Otherstein	Marala II	a				-
12	Students carry out	Modeling proctice of	Criteria:	Contextual		Material:	5%
	clinical supervision	practice of clinical	Score 4 if the	Teaching		Library group	
	modeling practice	supervision	presentation is done	Learning	1	material	
		Supervision	coherently, with appropriate emphasis	2 X 50	1	: Sujiranto.	
			and intonation, shows			2016.	
			good understanding of			Increasing	
			the concept,			the	
			presentation media			Competency	
			(PPT) meets the			of School	
			criteria, answers to the			Principals in	
			questioner are correct,			Preparing	
			and is able to provide			Supervision	
			applicable			Programs	
			suggestions. Score 3 if				
			the presentation is			and	
			done coherently, with appropriate emphasis			Implementing	
			and intonation, but still			Supervision	
			lacking in		1	Through	
			understanding the		1	Continuous	
			concept, presentation		1	Guidance in	
			media (PPT) in		1	Banyumas	
			accordance with the			Regency	
			criteria, answers given			Supervisory	
			are generally correct,			Areas for	
			and able to provide			Odd	
			applicable			Semester	
			suggestions. Score 2 if the presentation is			2016-2017	
			carried out less			Academic	
			coherently, less			Year.	
			coherent in			Banyumas:	
			understanding the			Banyumas	
			concept, presentation			Regency	
			media does not meet			Regional	
			the criteria, answers to			Government	
			questioners are				
			generally incorrect, able to formulate			Education	
			suggestions for			Service.	
			improvement. Score 1				
			if the presentation is				
			less coherent, less				
			coherent in				
			understanding the				
			concept, presentation		1		
			media does not match				
			the criteria, answers to the questioner are		1		
			generally incorrect,				
			unable to formulate		1		
			suggestions for				
			improvement				
			Form of Assessment :				
			Participatory Activities,				
			Project Results				
			Assessment / Product				
			Assessment				
			,				

13	Students carry out	Modeling	Criteria:	Contextual	1	Material:	10%
	clinical supervision	practice of	Score 4 if the	Teaching		group	
	modeling practice	clinical	presentation is done	Learning		material	
		supervision	coherently, with	2 X 50		Reference:	
			appropriate emphasis			Mulyana, N.	
			and intonation, shows			2019. Module	
			good understanding of			for	
			the concept,				
			presentation media			Developing	
			(PPT) meets the			Academic	
			criteria, answers to the questioner are correct,			Supervision	
			and is able to provide			Capabilities	
			applicable			for School	
			suggestions. Score 3 if			Principals.	
			the presentation is			Tasikmalaya:	
			done coherently, with			Edu	
			appropriate emphasis			Publisher	
1			and intonation, but still		1		
1			lacking in		1		
1			understanding the		1		
			concept, presentation		1		
			media (PPT) in				
			accordance with the				
			criteria, answers given				
			are generally correct, and able to provide				
			applicable				
			suggestions. Score 2 if				
			the presentation is				
			carried out less				
			coherently, less				
			coherent in				
			understanding the				
			concept, presentation				
			media does not meet				
			the criteria, answers to				
			questioners are				
			generally incorrect, able to formulate				
			suggestions for				
			improvement. Score 1				
			if the presentation is				
			less coherent, less				
			coherent in				
			understanding the		1		
1			concept, presentation		1		
			media does not match		1		
1			the criteria, answers to		1		
1			the questioner are		1		
1			generally incorrect, unable to formulate		1		
1			suggestions for		1		
			improvement		1		
			improvement				
			Form of Assessment :				
			Project Results		1		
			Assessment / Product		1		
			Assessment				
L	1	1	1	1	1	1	

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14	Students carry out	Modeling	Criteria:	Contextual	Material:	10%
	clinical supervision	practice of	Score 4 if the	Teaching	Library group	
	modeling practice	clinical	presentation is done	Learning	material	
		supervision	coherently, with	2 X 50	: Sujiranto.	
			appropriate emphasis		2016.	
			and intonation, shows		Increasing	
			good understanding of the concept,		the	
			presentation media		Competency	
			(PPT) meets the		of School	
			criteria, answers to the			
			questioner are correct,		Principals in	
			and is able to provide		Preparing	
			applicable		Supervision	
			suggestions. Score 3 if		Programs	
			the presentation is		and	
			done coherently, with		Implementing	
			appropriate emphasis		Supervision	
			and intonation, but still		Through	
1			lacking in understanding the		Continuous	
			concept, presentation		Guidance in	
1			media (PPT) in		Banyumas	
			accordance with the		Regency	
			criteria, answers given		Supervisory	
			are generally correct,		Areas for	
			and able to provide		Odd	
			applicable		Semester	
			suggestions. Score 2 if		2016-2017	
			the presentation is carried out less		Academic	
			coherently, less		Year.	
			coherent in			
			understanding the		Banyumas:	
			concept, presentation		Banyumas	
			media does not meet		Regency	
			the criteria, answers to		Regional	
			questioners are		Government	
			generally incorrect,		Education	
			able to formulate		Service.	
			suggestions for			
			improvement. Score 1 if the presentation is			
			less coherent, less			
			coherent in			
			understanding the			
			concept, presentation			
			media does not match			
			the criteria, answers to			
			the questioner are			
			generally incorrect,			
			unable to formulate			
1			suggestions for improvement			
			improvement			
			Form of Assessment :			
			Project Results			
			Assessment / Product			
			Assessment			
L		I	1			

15	Students understand the entire lecture material by reviewing the lecture material	understand the entire lecture material by reviewing the lecture material	Criteria: Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows good understanding of the concept, presentation media (PPT) meets the criteria, answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, presentation media (PPT) in accordance with the criteria, answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is carried out less coherently, less coherently, less coherently, less coherently less coherent in understanding the concept, presentation media does not meet the criteria, answers to questioners are generally incorrect, able to formulate suggestions for improvement. Score 1 if the presentation is less coherent, less coherent in understanding the concept, presentation media does not match the criteria, answers to the questioner are generally incorrect, unable to formulate suggestions for improvement Form of Assessment : Project Results Assessment / Product Assessment	2 X 50		Material: group material References: Owen, D. & Shohet, R. 2012. Clinical Supervision in the Medical Profession: Structured Reflective Practice. New York: Mc Graw-Hill Education	10%
16		Report according to the attached assessment format	Criteria: Report according to the attached assessment format Form of Assessment : Test	Analysis of 2 x 50 Report results	-	Material: material 1 - 15 Reference: <i>Rifma. 2016.</i> <i>Optimizing</i> <i>Teacher</i> <i>Pedagogical</i> <i>Competency</i> <i>Development.</i> <i>Jakarta:</i> <i>Kencana.</i>	5%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage	
1.	Participatory Activities	30%	
2.	Project Results Assessment / Product Assessment	50%	
3.	Practice / Performance	10%	
4.	Test	10%	
		100%	

Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
 The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which
- The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.

- 3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. Indicators for assessing abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- 9. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.